



# **Implementing the Measures of Student Learning: NC's Common Exams**

**A guide to the administration of assessments from North Carolina's  
Library of Common Exams**

**PUBLIC SCHOOLS OF NORTH CAROLINA  
Department of Public Instruction | Academic Services and Instructional Support  
6368 Mail Service Center  
Raleigh, NC 27699-6368**

In compliance with federal laws, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to:

Dr. Rebecca Garland, Chief Academic Officer  
Academic Services and Instructional Support  
6368 MailServiceCenter  
Raleigh, NC27699-6368  
Telephone (919) 807-3305; fax (919) 807-4065

# Table of Contents

I. Teacher Evaluation.....	1
The Purpose of the Implementation Guide .....	1
Annual Teacher Evaluation Policy .....	1
Standard 6 and Educator Status .....	2
How Student Growth Will Be Measured for Standard 6.....	2
II. General Information on the Measures of Student Learning.....	4
Goals of the Measures of Student Learning .....	4
Measures of Student Learning Phases of Implementation.....	4
Testing Window(s) for the Measures of Student Learning .....	5
Makeup Testing.....	5
Retesting .....	6
Administration Time and Testing Schedule.....	6
Participation in the Measures of Student Learning .....	6
Measures of Student Learning Assessment Materials .....	8
Calculator Requirements.....	9
Handling Measures of Student Learning Materials .....	9
Test Administrators and Proctors.....	11
Test Security.....	12
Testing Environment.....	12
Student Emergencies and Breaks .....	12
Testing Irregularities and Misadministrations.....	13
Scanning and Scoring of Measures of Student Learning .....	13
Confidentiality of Student Scores.....	14
III. Implementation Plan .....	15
Measures of Student Learning/Common Exams District and School Implementation Plan.....	15
IV. SAMPLE Administrator’s Script: One-Day Administration.....	21
V. SAMPLE Administrator’s Script: Two-Day Administration.....	24
Student Directions for Day One of Two-Day Administration .....	24
Student Directions for Day Two of Two-Day Administration .....	26

## I. Teacher Evaluation

A teacher's ability to make significant growth with his or her students is critical to the future of education and children in North Carolina. Given its importance, student growth is an integral component of the teacher evaluation process. The following section provides information on the teacher evaluation process.

### The Purpose of the Implementation Guide

The Measures of Student Learning are common exams that measure student learning in subjects and grades that are not part of the state testing program. Results from the common exams will be used in the teacher evaluation process. The purpose of this Implementation Guide is to provide LEA test coordinators, school test coordinators, school administrators, and teachers with information on the implementation of the common exams. LEAs/schools may make copies of this publication to use for guidance in creating an implementation plan. This publication is available online at [http:// www.ncpublicschools.org/educatoreffect/measures/](http://www.ncpublicschools.org/educatoreffect/measures/).

### Annual Teacher Evaluation Policy

State Board of Education policy TCP-C-004 (16 NCAC 6C .0503) states "the intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s)."

In summer 2011, the State Board of Education voted to require an annual evaluation for every teacher in North Carolina. For beginning teachers and career-status teachers renewing their licenses, the full evaluation process remains the same. For career-status teachers who are not renewing their licenses, school administrators may complete an abbreviated evaluation consisting of only three standards in the North Carolina Teacher Evaluation System.

Annual evaluation is required for school districts that accepted funding through the American Recovery and Reinvestment Act (all districts in North Carolina) and for all school districts and charter schools that accepted funding from Race to the Top (all districts and a group of charter schools).

## Standard 6 and Educator Status

The teacher evaluation process will include a student growth component. Standard 6 focuses on the amount of growth students make as the result of a teacher's instruction.

- Standard 6: Teachers contribute to the academic success of students. The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Teachers will receive a rating for each standard to provide them with meaningful information about their knowledge and practice. Ratings on the standards will be used to create professional development plans each year, as well as to determine educator status.

Educator status is a more holistic view of an educator's knowledge and skills. A status encompasses all standards of the North Carolina Educator Evaluation System. A teacher receives a status when there are three years of growth data (i.e., current year and two prior years) to populate Standard 6. The categories for status are:

- Highly effective
- Effective
- In need of improvement

## How Student Growth Will Be Measured for Standard 6

Standard 6 is the student growth component for the teacher evaluation process. To populate Standard 6, the following assessments will be used to measure student growth:

- End-of-Grade Tests
  - English Language Arts (grades 3–8)
  - Mathematics (grades 3–8)
  - Science (grades 5 and 8)
- End-of-Course Tests
  - Algebra I/Integrated I (Common Core Math I)
  - English II
  - Biology
- Measures of Student Learning/Common Exams
- Career and Technical Education Post-Assessments
- Analysis of Student Work for Performance-Based Courses

2012 – 2013 will be the first year of a three-year cycle of student growth data used as part of the status determination.

Whenever possible, growth will be calculated through the use of the Education Value-Added Assessment System (EVAAS).

## II. General Information on the Measures of Student Learning

Measures of Student Learning (common exams) are classroom assessments provided by the State for local use in teacher evaluation. The common exams measure what students know and are able to do after completing a course or a grade. The assessments are designed for core grades and subjects that are currently non-tested (i.e. non-end-of-grade and non-end-of-course subjects). Growth shown on the common exams is used as part of the overall annual teacher evaluation process to determine the sixth standard rating, as well as part of how a teacher's overall status is determined.

### Goals of the Measures of Student Learning

- To develop and increase the effectiveness of teachers.
- To have an effective teacher in every classroom in every school.
- To see evidence of achievement and growth for all students.

### Measures of Student Learning Phases of Implementation

Because of the magnitude of subjects/courses that will require a common exam, there will be 3 phases of implementation. The following tables list each phase and the common exams that will be administered during the phase:

Phase One: Fall 2012 (OPTIONAL) and Spring 2013, High School Courses				
Science	ELA	Math	Occupational Course of Study	Core Social Studies
Earth/Environmental Science	ELA I	Pre-calculus	ELA I, III, and IV	World History
Physics	ELA III	Advanced Functions and Modeling	Financial Management	Civics & Economics
Chemistry	ELA IV	Geometry	Introductory Math	U.S. History
Physical Science		Algebra II/Integrated Math III	Applied Science	American History I
				American History II

Note: Students enrolled in Integrated Math II will take the Algebra I/Integrated I

assessment during the 2012–13 school year.

Phase One: Spring 2013, Elementary and Middle School Courses				
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Science		Science	Science	
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

Phase Two: Fall 2013, High School Courses	
High School Social Studies Courses	Healthful Living
21 <sup>st</sup> Century Global Geography	Health Education Grade 9
Psychology	Physical Education Grade 9
Sociology	
World Humanities	
American Humanities	
The Cold War	
21 <sup>th</sup> Century Civil Liberties and Rights	
Turning Points in American History	

Phase Three: Spring 2014, Elementary and Middle School Courses	
Healthful Living	
Health Education Grades 4–8	
Physical Education Grades 4–8	

### Testing Window(s) for the Measures of Student Learning

The Measures of Student Learning (common exams) are designed to be administered during a class period or during exam week. The common exams should not increase the number of days for testing. The LEA determines the testing window(s) for the Measures of Student Learning. When scheduling common exams, LEAs should consider the deadlines for submitting common exam results to the North Carolina Department of Public Instruction (NCDPI). Results from all common exams administered must be submitted by June 28, 2013.

### Makeup Testing

Any student absent for the common exam administration(s) should make up the test(s) during the LEA-established makeup testing window.



## **Retesting**

No retests are permitted for the common exams unless a misadministration is declared.

## **Administration Time and Testing Schedule**

The LEA/school determines the testing schedule for the administration of the common exams. The common exams are timed tests. The administration time for all common exams (elementary, middle, and high school) is 90 minutes. The administration time (i.e., 90 minutes) includes time for general instructions and breaks. Schools have the option to administer the tests in one day or in two school days.

### **One-day administrations:**

- General instructions (4 minutes)
- Students test for 40 minutes.
- At the end of 40 minutes, the NCDPI recommends students are provided a short, two-minute break. During the break, students should not be allowed to talk or to leave the room except in an emergency (i.e., illness, necessary restroom break).
- After the break, students test for 40 minutes.
- Collection of materials (4 minutes)

### **Two-day administrations:**

#### **Day One**

- General Instructions (3 minutes)
- Students test (40 minutes)
- At the end of 40 minutes, testing ends for the day. The NCDPI recommends students be allowed time to check their answers before test books are paper clipped so they cannot return to previously attempted questions on day two of testing.
- Collection of materials (2 minutes)

#### **Day Two**

- General instructions (3 minutes)
- Students test (40 minutes)
- Collection of materials (2 minutes)

## **Participation in the Measures of Student Learning**

Who is required to participate?

- All students at grades 3–8 and high school must participate (with or without accommodations).
- Students repeating a course must take the common exam for the course.
- Students with disabilities must participate in the common exams.
- Students identified as limited English proficient (LEP) by the state-identified English language proficiency reading placement test should participate in the common exams.

Who is NOT required to participate?

- Students currently being instructed on the Extended Content Standards who, according to their Individualized Education Programs, participate in the NCEXTEND1 alternate assessment.
- Students identified as limited English proficient (LEP) who score below Level 4.0 Expanding on the state-identified English language proficiency reading placement test and are in their first year in U.S. schools. These students are not required to be assessed on the high school common exams for English Language Arts I, English Language Arts III, English Language Arts IV, OCS English Language Arts I, OCS English Language Arts III, and OCS English Language Arts IV.
- Students taking a course for credit recovery.
- Students enrolled in courses taught by persons not employed by the school district (i.e., student enrolled in an early college and the course is taught by a college professor).
- Students enrolled in North Carolina Virtual Public Schools (NCVPS) courses.
- In rare cases, students deemed medically fragile because of a significant medical emergency and/or condition and are unable to participate in a specific test administration, who are granted a medical exception. It is a local decision as to how requests for medical exceptions are to be processed. Medical exception requests for common exams are NOT to be sent to the NCDPI. However, if a student has been granted a medical exception by the NCDPI, it may be extended to include the common exam(s) at the discretion of the LEA.

What testing accommodations are available to students for the common exams?

- The common exams are classroom assessments. As such, students should use the accommodations they would normally use for classroom assessments. LEAs may choose to record the accommodations for the common exams in the district assessment area of CECAS, EasyIEP, or another system they may be using.
- Alternate assessments will not be available for the common exams. Districts are not required to make their own alternate assessments.

Can seniors be exempt from the common exams?

- LEAs decide whether or not to exempt seniors from the common exams. However, if a value added score cannot be calculated for a teacher of seniors, the LEA is responsible for creating an alternative way to measure student growth.

Do students who transfer into a school near the end of the course or school year participate in the common exams?

- Transfer students must take the common exams. Scores will not be used to determine teacher growth if the transfer student is in membership less than 70 days for a block course or 140 days for a traditional/yearlong course.

Should charter schools participate in the common exams?

- Charter schools that do not receive Race to the Top funds do not have to participate in the common exams. However, the common exams do need to be administered by teachers that a charter school plans to recommend for SP2 licensure.

Do LEAs have to abide by the 95% tested rule for the common exams?

- No, the 95% tested rule does not apply to the common exams.

## Measures of Student Learning Assessment Materials

The following materials are required for the Measures of Student Learning (common exams):

- The appropriate number of test books (if administered in paper/pencil)
- The appropriate number of answer sheets (if administered in paper/pencil)
- A supply of blank paper
- A supply of graph paper
- Extra, sharpened No. 2 pencils with erasers
- Calculators (for common exams in mathematics and science only)
- An accurate timing device
- If desired, the appropriate test administrator's Script for administering the common exam(s)
  - The script should be distributed to test administrators before test day so the school test coordinator can answer any questions the test administrator may have

Supplemental materials (i.e., highlighters) must be approved by the LEA.

## Calculator Requirements

Students must have access to calculators only for the mathematics and science Measures of Student Learning (common exams) that require calculator use. The NCDPI recommends the following minimum calculator requirements for the common exams requiring calculator use:

For Algebra II, Advanced Functions in Modeling, and Pre-calculus:

- A graphing calculator is the minimum requirement

For Geometry, Chemistry, Physical Science, Physics, Earth/Environmental Science:

- A scientific calculator is the minimum requirement

Students who regularly use more than one calculator during classroom instructional activities may be permitted to use more than one calculator during the common exam administration. Students may use their personal calculators for the common exams. However, they must be informed that if they use their personal calculators, the calculator memory and all applications (including preloaded) must be cleared before and after the common exam administration. Students who still wish to use their own calculators must be told before the assessment day to back up all data and programs that they wish to save. After the common exam administration, the test administrator or principal's designee should enable the memory and applications of the students' calculators.

## Handling Measures of Student Learning Materials

Assessments. The common exams are available from the NCDPI only in paper-and-pencil format.

- Two PDFs of each common exam will be available on the secure shell to LEA test coordinators only. The PDFs include:
  - A standard administration PDF and
  - A large print, one item per page PDF.
- LEA test coordinators are responsible for downloading the appropriate common exam PDF(s) from the secure shell and printing and distributing enough copies for their schools.

Note: Districts or charter schools may administer the common exams in an online environment; however, the NCDPI cannot provide support for online administrations. Assessment items must be uploaded into an online environment from the PDF file(s) made available to testing coordinators. The district or charter must be able to export the data into the Excel template on the common exam website (<http://www.ncpublicschools.org/educatoreffect/measures/>); data in this format must be imported into WinScan for grading and data collection.

Answer Sheets. The NCDPI is in the process of securing a sole-source relationship with a vendor to produce answer sheets for the common exams. Upon approval from the Office of Management and Budget, the name and contact information of the vendor will be posted on the Measures of Student Learning (common exams) website at <http://www.ncpublicschools.org/educatoreffect/measures/>. If districts and charter schools would like to use Race to the Top funds to purchase answer sheets, they need to amend their detailed scope of work through the traditional process. Each district or charter must then post notification of their intent to contract with the vendor on the Interactive Purchasing System for 10 days.

- The LEA or school test coordinator will be responsible for ordering the answer sheets for the appropriate common exam(s).
- The answer sheets will be ordered directly from the vendor.
- Precoding will be available.

Each school should:

- Provide a secure (locked) facility for all common exams received.
  - Access to the secure (locked) facility should be controlled and limited to one or two authorized school personnel only.
- Make every effort to minimize school personnel access to the common exams both before and after the administrations.
- Prohibit the reproduction of any or all parts of the common exams.
  - Ensure the principal or school test coordinator establishes a procedure to have the common exam materials distributed immediately before each common exam administration.
  - The principal/school test coordinator should accurately count and record the number of common exam materials before distributing them to each test administrator.
- Ensure the test administrator collects, counts, and returns all common exam answer sheets to the secure (locked) facility, and the principal/school test coordinator verifies the count after each test administration. If a district is administering the common exams during the Fall 2012 semester, the test books may be stored securely and re-used during Spring 2013 administration.
  - Report any discrepancies in the count to the LEA test coordinator.
  - Teachers may keep the copies of the common exams, recycle them, or send them home with students (not applicable if a district has administered during Fall 2012).
- Store all common exam materials in a secure (locked) facility.
  - Do not destroy common exam books containing original student responses (i.e., Student Marks Answers in Test Book accommodation,

original responses to a scribe, original responses using a typewriter or word processor). These materials must be kept until after the required storage time (i.e., 6 months) has elapsed.

## Test Administrators and Proctors

Following ethical practices for the administration of the common exams will help ensure validity of the assessment results. The NCDPI recommends the selection of test administrators and proctors for any common exam administration adheres to the following conditions:

### Selection of Test Administrators:

- **Teacher of Record.** If the test administrator will be the teacher who normally teaches the grade/course of the common exam being administered, then two adults (i.e., the teacher of record with a proctor) should be present throughout the common exam administration.
- **NOT Teacher of Record.** If the test administrator will be a teacher who does not teach the grade/content of the common exam being administered, then LEAs may elect not to require a proctor.

In either of these instances, roving proctors may be used to assist in monitoring the common exam administrations.

The NCDPI will also provide a more concise document to provide to test administrators with the most important information to know for test day. This document will be available at <http://www.ncpublicschools.org/educatoreffect/measures/>.

### Selection of Proctors:

Proctors are not required for common exam administrations. However, the NCDPI strongly recommends a trained proctor is present if the common exam test administrator is the teacher who normally teaches the grade/course of the common exam being administered. The principal is responsible for the assignment of trained proctors to common exam administrations.

It is strongly recommended that all common exam test administrators and proctors receive training from the LEA or school test coordinator before they administer or proctor a common exam assessment. The importance of maintaining test security at all times must be stressed.

## Test Security

The North Carolina Testing Code of Ethics (GCS-A-010 [16 NCAC 6D .0306]) applies to the administration of all common exams. Access to the common exams should be limited to school personnel who have a legitimate need. School personnel must not disclose the contents of the common exams nor discuss with each other or with students specific test questions or information contained within the tests. In addition, the common exams must not be reproduced in any manner. Excerpts from the tests must not be used at any time during classroom instruction or in resource material, such as study guides, until after they are administered. No person may copy, reproduce, or paraphrase the test materials in any manner or for any reason. Copying, reproducing, or paraphrasing of test materials represents a breach of test security and is a violation of the North Carolina Testing Code of Ethics. The principal shall account for all test materials and shall ensure test security within the school building.

## Testing Environment

All rooms used for test administrations must be quiet, orderly, comfortable, and have adequate lighting. Seating must be arranged to discourage students from sharing responses. Classroom displays regarding either content being measured or test taking strategies should be covered or removed.

## Student Emergencies and Breaks

All students should have an opportunity to use the restroom before beginning the common exam. If a student must leave the room during the test administration because of an emergency (i.e., becoming ill or requiring a visit to the restroom) the student must be accommodated. All test materials must remain in the room.

If a student needs a restroom break during testing, the NCDPI recommends the following procedures be followed:

- To the extent possible, only one student at a time should be excused to the restroom.
- The student's test materials should be secured (i.e., the answer sheet and blank paper should be placed inside the test book as a place holder and the test book closed).
- The test administrator should note the time the student left the room to ensure the student has the allotted time to complete the test upon return.
- If necessary, an appropriate member of the school staff may accompany the student to the restroom.

## Testing Irregularities and Misadministrations

It is a local decision on how alleged testing violations, testing irregularities, and misadministrations for the common exams are handled at the school and district level. Common exam testing irregularities are NOT to be entered into the Online Testing Irregularity Submission System (OTISS). However, it is strongly recommended that irregularities are documented, and when it is determined scores are not valid, a misadministration is declared and students are retested. For misadministrations, the common exam should not be administered earlier than five consecutive calendar days following the conclusion of the prior administration.

The NCDPI will analyze the test data to look for statistical anomalies in common exam test scores, response patterns, and responses to individual test questions, including performance task scores. Any response patterns or scores that are highly improbable and cannot be validated will be reported to district superintendents and/or charter school directors.

## Scanning and Scoring of Measures of Student Learning

The common exams contain both multiple-choice questions and performance tasks (i.e., short answer). Teachers must code their scores for the performance tasks before scanning/scoring the multiple-choice questions.

The performance tasks (i.e., short answer responses) may be scored in one of two ways:

- Two readers/ two scores. Two teachers of the same content/course tested may read and score the short answer responses. Scorers may be the teacher of record and another teacher at the base school, or scorers may be two teachers located at another school. LEAs may collaborate with other LEAs to implement a scoring process (i.e., two LEAs could partner to score each other's short answer responses).
- One reader/one score. One reader, who is not the teacher of record but teaches the same subject area, reads and scores the short answer responses. The teacher may be located at the base school or may be located at another school.

Note: Rubrics for common exam performance tasks and associated instructions on how to use the rubrics will be available at

<http://www.ncpublicschools.org/educatoreffect/measures/>. The NCDPI will also release an online module to train teachers in how to use the rubrics to score the performance tasks.



After teachers' scores for the performance tasks have been entered, districts may use the NCDPI-provided scanners to score the multiple-choice questions. The multiple-choice questions may be scanned and scored by the local education agency (LEA) test coordinator.

The scan program will provide a percent correct which may be used as a percentage of the student's grade. The LEA determines the percentage to be used for grading purposes. The NCDPI strongly recommends the common exam score be used as part of the student's final grade.

### **Confidentiality of Student Scores**

Any written material containing personally identifiable information from the student's educational records (i.e., identifiable scores of individual students) shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.

### III. Implementation Plan

The administration procedures for the Measures of Student Learning (common exams) are designed for maximum flexibility at the local level. As such, LEAs and schools should establish a Measures of Student Learning Implementation Plan. Establishing a plan will provide the framework to monitor and evaluate the process.

#### Measures of Student Learning/Common Exams District and School Implementation Plan

The NCDPI recommends the following when developing LEA/school implementation plans for administering the common exams:

1. Use professional learning communities to share ideas on how to create and implement an overall plan for the common exams. Communicating and sharing of best practices between local education agency staff helps ensure appropriate training, staff development, and support are offered to all teachers, principals, and related personnel involved in the common exams.
2. Incorporate informational/training sessions sponsored by the LEA and/or school test coordinator, instructional lead, or other school personnel that inform school staff of the overall common exam implementation plan, including policies, procedures, roles, and responsibilities.
3. Develop policy and procedures for LEAs/schools to follow to submit and document medical exception requests for the common exams. Medical exception requests for common exams are NOT to be sent to the NCDPI. However, if a student has been granted a medical exception by the NCDPI, it may be extended to include the common exam(s) at the discretion of the LEA.
4. Determine if/how results from the common exams will be used in determining students' final grades.
5. Determine how and when schools will notify parents/guardians of the common exams and how the assessments will affect their children.
6. Schedule common exam testing windows that allow ample time for schools to complete, score, and submit results to the NCDPI.
  - In the best interest of students and teachers, the NCDPI recommends that testing windows are set late in the semester or school year as common exams are designed to measure what students know and are able to do after completing a course or a grade.

- Testing windows should minimally interfere with end-of-grade/end-of-course assessments and best meet the school/district deadlines for submitting students' common exam results to the NCDPI.
    - Common exam results are due June 28, 2013.
7. If the LEA or charter school chooses to administer the common exam(s) online, the LEA/charter school implementation plan should include steps on how to:
    - ensure online test security;
    - import items into the online system;
    - export data in the required format;
    - provide students access to the common exam(s), and
    - indicate what script will be used for the online administration(s). Note: The script published in this Implementation Guide is for paper-and-pencil administrations only.
  8. Organize district and school-based teams with central office personnel to provide the infrastructure for communicating and training school personnel on scoring common exam performance tasks (i.e., short answer responses).
    - The NCDPI strongly recommends that scoring performance tasks must be completed under secure conditions in a group setting (i.e., three or more designated school personnel). Tampering with student responses to assessment items on the answer sheet constitutes a serious breach in test security.
  9. Determine how staff will administer the common exams:
    - Either a teacher and a proctor or one teacher who is not the teacher of record.
    - One-day or two-day administration.
  10. Determine if/how the implementation will include the use/nonuse of proctors to serve as additional monitors to help teachers with the administration of the common exams.
  11. Designate appropriate testing environments that ensure all students are administered the common exams in an equitable manner.
  12. Establish uniform procedures for the distribution of assessment materials to students (i.e., blank paper, sharpened pencils, calculators, answer sheets, assessment books).
  13. Establish procedures for the distribution and collection of the common exam assessment materials.
  14. Designate roles and responsibilities for school personnel at the district and school levels, such as:
    - LEA Test Coordinator. Responsibilities of the LEA test coordinator may include:

- Train local personnel who are responsible for the common exam administration procedures.
  - Include in the training test security, proper testing environment, proper monitoring/assistance of students during the common exam administration sessions, accommodations, and preparing and returning secure assessment materials.
- Work with the school test coordinator to develop and document in writing a common exam testing plan (to include scoring students' short answer responses) and test administration schedule.
- Determine how alleged testing violations, testing irregularities, interruptions in testing, and misadministrations for the common exams will be handled at the school and district level. Common exam testing irregularities must NOT be entered into the Online Testing Irregularity Submission System (OTISS).
- Oversee handling the common exam assessment materials.
  - Determine what script will be used for the common exam administration(s). LEAs have the option to create their own script or to use/adapt the SAMPLE script provided in this Implementation Guide.
  - Designate a school test coordinator or principal as responsible for the common exam materials handling and administrations in each school.
  - Order sufficient copies of answer sheets for the appropriate common exam(s).
  - Download the common exams, including the Administrator's Script, from the secure shell and print and distribute sufficient copies to the appropriate schools in the district.
  - Ensure each school has a secure locked facility in which assessment materials will be stored and clearly understands test material handling and storage procedures.
  - Develop a system of checkout and check-in of assessment materials assigned to each school.
  - Scan and score multiple-choice assessment items.
  - Provide schools with student/teacher/school reports.
  - Develop a system to handle common exam materials.

- School test coordinator. The school test coordinator should:
  - Oversee the common exam testing plan and administration schedule.
  - Attend training sessions on the policies and procedures for conducting a proper common exam administration and for reviewing and processing the assessment materials.
  - Work with the LEA test coordinator to develop and document in writing an common exam testing plan (to include scoring students' short answer responses) and administration schedule.
  - Follow the district procedure for reporting/documenting alleged testing violations, testing irregularities, and misadministrations for the common exams. Common exam testing irregularities must NOT be entered into the Online Testing Irregularity Submission System (OTISS).
  - Account for and maintain the security of the assessment materials.
    - Store materials in a secure locked facility. Access to the storage area must be limited to one or two authorized school personnel.
  - Accurately count, record numbers, and distribute assessment materials required for the common exam administrations at the school before each test administration. Immediately after each common exam administration, collect, count, and return assessment materials to the secure locked storage facility.
  - Select test administrators who are either school system or school personnel with professional training in education.
    - If the test administrator is the teacher who normally teaches the grade/course of the common exam being administered, then there should be two adults present (i.e., teacher of record with a proctor).
    - If the test administrator is not the teacher who normally teaches the grade/content of the common exam being administered, then only one adult has to be present (i.e., not the teacher of record, no proctor needed).
  - Train all school personnel in the appropriate use of assessment materials, test security, accommodations, and the North Carolina Testing Code of Ethics.
  - Assign trained proctors to test administrators, if applicable.
  - Ensure all eligible students are tested.

- Allow test materials to be distributed immediately before the common exam administration.
  - Emphasize to all school personnel that no person may copy, reproduce, or paraphrase the assessment materials in any manner or for any reason.
- Return all materials to the LEA test coordinator, as directed, immediately following the completion of the common exam administration(s).
- Maintain the confidentiality of individual student scores when reporting common exam results to the public and the media.
- Ensure student scores are filed and recorded appropriately.
- Test Administrators. Test administrators should:
  - Attend test administrator training sessions conducted by the school system or school test coordinator before each common exam administration, and, if applicable, a training session on the use of accommodations.
  - Read and study the Administrator's Script.
  - Maintain test security at all times.
  - Account for and record the number of assessment materials, including supplemental materials before and after the common exam administration(s), and notify the school test coordinator/principal immediately of any discrepancies.
  - Administer the common exam(s) to all eligible students.
  - Read directions to the students as they are written in the Administrator's Script.
  - Monitor the common exam administration.
  - Follow the procedures established by the school system test coordinator for returning all used and unused assessment materials and supplemental materials.
- Proctors. Proctors are not required for common exam administrations. However, the NCDPI strongly recommends a trained proctor is present if the common exam test administrator is the teacher who normally teaches the grade/course of the common exam being administered. The principal is responsible for the assignment of trained proctors to common exam administrations. If assigned, proctors should:
  - Attend a test administration training session before each common exam administration and understand and agree to carry out the duties described.



## IV. SAMPLE Administrator's Script: One-Day Administration

Schools have the option to administer the Measures of Student Learning (common exams) in one day or in two consecutive school days. The following scripts are provided as a SAMPLE for (1) one-day administrations and (2) two-day administrations. Districts and charter schools have the option to use the SAMPLE scripts or create their own. If districts and charters use the SAMPLE script(s), the LEA and charter school test coordinators should review the appropriate script (i.e., one-day or two-day administration) and make any adjustments to the directions for information that may not be applicable.

### One-Day Administrations

Note: The test administrator is to read aloud to students the following directions in italicized type:

Student Directions for One-Day Administration:

*You are about to begin the (insert common exam course or subject) assessment. This is your final exam for this class.*

*You should have the following materials on your desk:*

- *a blank sheet of paper*
- *a sharpened No. 2 pencil with an eraser*
- *an answer sheet with your name on it*
- *a test booklet*
- *a calculator(read only for the appropriate mathematics and science common exams)*

*If you do not have any of these materials, raise your hand and I will provide them for you. Please write your name on the front cover of your test book (if books will not be re-used for multiple sets of students) and check to be sure your name is written correctly on your answer sheet. Raise your hand if you have a question about your test book or answer sheet.*

**The test administrator distributes materials to students who raise their hands and answers students' questions before continuing.**

*If you need more blank paper during the test, raise your hand, and I will give you another sheet.*

*The test consists of two parts—Part One and Part Two.*



*You will have 40 minutes to complete Part One. Then you will take a short, two-minute break. After the break, you will have 40 minutes to complete Part Two. I will let you know when it is time for the break. I will also let you know when you have five minutes left to work on Part One and on Part Two.*

*When you finish Part One of the test, you will see a STOP sign. Do not work beyond the STOP sign until I tell you to do so. If you finish Part One of the test early, look back over your answers to Part One only and then close your test book.*

*Are there any questions before you begin working?*

The test administrator answers students' questions and then instructs students to begin the test.

*Open your test book to Part One. You may begin.*

Record the start time on the board and add 40 minutes to determine the end time and break for Part One.

**NOTE:** If all students finish Part One, review their responses, and are ready to begin Part Two of the test before the scheduled 40 minute time period is over, the test administrator may end the Part One testing session early by reading the information under the words: Read to Announce the End of Part One.

Read to Announce the FIVE-MINUTE Warning:

Five minutes before the end of Part One, the test administrator must announce the five-minute warning.

*You have five minutes remaining to finish Part One of the test and to review your answers.*

Read to Announce the End of Part One:

At the end of 40 minutes, read to announce the end of Part One and the start of the two-minute break.

*Stop working. This is the end of Part One. Put all your papers inside your test book and close your test book. You will take a two-minute break. You may stand beside your desk and stretch or just relax, but you must not talk during the break.*

At the end of two minutes, the test administrator continues reading.

*The break has now ended. Return to your seats. You will have 40 minutes to complete Part Two of the test. I will let you know when you have five minutes left to work. If you finish early, look back over your answers to this part of the test only. Then close*

*your test book. Do not go back and work in Part One of the test. Stay in your seat until I tell you testing is finished.*

*Now open your test book to Part Two. Take out your answer sheet and work papers. You may begin work in Part Two.*

**Record the start time after the break and add 40 minutes to determine the end of the test administration.**

**Read to Announce the FIVE-MINUTE Warning:**

*You have five minutes remaining to finish Part Two of the test and to review your answers.*

***Read to Announce the End of the Test Administration:***

***At the end of 40 minutes, read to announce the end of the test administration.***

*Stop working. This is the end of the test administration. Look over your answer sheet and make sure your circles are dark. Erase any stray marks.*

**Allow sufficient time for students to check their answer sheets.**

*I will now collect your test materials.*

**The test administrator must follow the LEA/school procedures for the collection and return of all test materials to the school test coordinator.**

## V. SAMPLE Administrator's Script: Two-Day Administration

Schools have the option to administer the Measures of Student Learning (common exams) in one day or in two school days. The following scripts are provided as a SAMPLE for (1) one-day administrations and (2) two-day administrations. Districts and charter schools have the option to use the SAMPLE scripts or create their own. If districts and charters use the SAMPLE script(s), the LEA and charter school test coordinators should review the appropriate script (i.e., one-day or two-day administration) and make any adjustments to the directions that may not be applicable.

Note: The test administrator is to read aloud to students the following directions in italicized type:

### Student Directions for Day One of Two-Day Administration

*You are about to begin the (insert common exam course or subject) assessment. This is your final exam for this class.*

*You should have the following materials on your desk:*

- *a blank sheet of paper*
- *a sharpened No. 2 pencil with an eraser*
- *an answer sheet with your name on it*
- *a test booklet*
- *a calculator(read only for the appropriate mathematics and science common examonly)*

*If you do not have any of these materials, raise your hand and I will provide them for you. Please write your name on the front cover of your test book (if books will not be re-used for multiple sets of students) and check to be sure your name is written correctly on your answer sheet. Raise your hand if you have a question about your test book or answer sheet.*

**The test administrator distributes materials to students who raise their hands and answers students' questions before continuing.**

*If you need more blank paper during the test, raise your hand, and I will give you another sheet.*

*The test has two parts—Part One and Part Two. Today you will complete Part One of the test, and tomorrow you will complete Part Two.*

*When you finish Part One, you will see a STOP sign. Do not work beyond the STOP sign. If you finish Part One of the test early, look back over your answers to Part One only and then close your test book.*

*You will have 40 minutes to work on Part One. I will let you know when you have five minutes left to work.*

*Are there any questions before you begin working?*

The test administrator answers students' questions and then asks students to begin the test.

*Open your test book to Part One. You may begin working.*

Record the start time on the board and add 40 minutes to determine the end time for Part One.

NOTE: If all students finish Part One, review their responses, and are ready to end Part One of the test before the scheduled 40-minute time period is over, the test administrator may end the testing session early by reading the information under the words: Read to Announce the End of Part One.

Read to Announce the FIVE-MINUTE Warning:

*You have five minutes remaining to finish Part One of the test and to review your answers.*

Read to Announce the End of Part One:

At the end of 40 minutes, read to announce the end of Part One.

*Stop working. This is the end of Part One. Look over your answer sheet and make sure your circles are dark. Erase any stray marks. When you have finished checking your answers, place your answer sheet inside your test book at the end of Part One.*

Allow sufficient time for students to check their answer sheets.

OPTIONAL: Procedures to Paper Clip Student Test Books

The NCDPI recommends students test books are paper clipped at the end of Part One so they cannot return to previously attempted questions on Day Two of testing.

*As I collect your test materials, I am going to paper clip your test book so you will not be able to go back tomorrow and work on questions in Part One.*

The test administrator paper clips Part One of each student's test book as it is collected.

*I will now collect your test materials.*

The test administrator must follow the LEA/school procedures for the collection and return of all test materials to the school test coordinator.

### Student Directions for Day Two of Two-Day Administration

Note: The test administrator is to read aloud to students the following directions in italicized type:

*Today you will complete Part Two of the (insert common exam course or subject) assessment. This is your final exam for this class.*

*You should have the following materials on your desk:*

- *a blank sheet of paper*
- *a sharpened No. 2 pencil with an eraser*
- *an answer sheet with your name on it*
- *a test booklet*
- *a calculator(read only for the appropriate mathematics and science common exams only)*

*Please check to be sure your name is on the front cover of your test book and is written correctly on your answer sheet. Raise your hand if you have a question about your test book or answer sheet.*

The test administrator answers students' questions before continuing.

*If you need more blank paper during the test, raise your hand, and I will give you another sheet.*

*Today you will complete Part Two of the test. You will have 40 minutes to work on Part Two. I will let you know when you have five minutes left to work. If you finish the test early, look back over your answers to Part Two of the test only and then close your test book. Stay in your seats until I tell you that testing is finished.*

*Are there any questions before you begin working?*

The test administrator answers students' questions and then asks students to begin the test.

*Open your test book to Part Two. You may begin working.*

Record the start time on the board and add 40 minutes to determine the end time of the test administration.

NOTE: If all students finish Part Two, review their responses, and are ready to end the test before the scheduled 40 minute time period is over, the test administrator may end the testing session early by reading the information under the words: Read to Announce the End of the Test Administration.

Read to Announce the FIVE-MINUTE Warning:

*You have five minutes remaining to finish PART Two of the test and to review your answers.*

Read to Announce the End of the Test Administration:

At the end of 40 minutes, read to announce the end of the test administration.

*Stop working. This is the end of Part Two. Look over your answer sheet and make sure your circles are dark. Erase any stray marks.*

Allow sufficient time for students to check their answer sheets.

*I will now collect your test materials.*

The test administrator must follow the LEA/school procedures for the collection and return of all test materials to the school test coordinator.